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GRADE 1

# SOCIAL STUDIES



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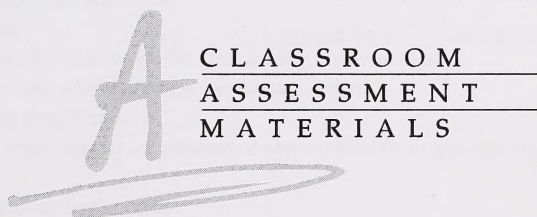
CLASSROOM  
ASSESSMENT  
MATERIALS





# GRADE 1

# SOCIAL STUDIES



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# *The Classroom Assessment Materials*

## *Background*

The Classroom Assessment Materials Project (CAMP) was launched in 1994 in response to Alberta Education's goal of establishing and effectively communicating clear learning outcomes and high standards for each area of learning. As well, the project is a response to teachers' ongoing requests for high-quality assessment materials to use in their classrooms. CAMP also addresses the need for a common understanding of provincial standards that is frequently expressed by parents, teachers, school administrators, and other public spokespeople.

Although Alberta teachers and Alberta Education developed the Classroom Assessment Materials for teachers to use in Alberta's schools, educators from other provinces and countries have indicated that these materials have considerable potential for their jurisdictions.

## *Development*


Alberta Education staff have worked closely with teachers from all over Alberta to design and develop the Classroom Assessment materials. A project advisory committee with representation from key education organizations, including the Alberta Teachers' Association, provided essential advice and direction for the overall shape and philosophy of the project. Teachers have contributed in numerous and invaluable ways. They have:

- selected resource material and data bases
- developed questions and activities
- validated materials
- offered their time and classrooms for field testing and pilot testing
- provided advice about administration and manageability
- served on revision committees
- provided advice regarding the articulation of expectations from grade to grade/course to course and across subjects
- written and revised scoring criteria
- selected examples of students' work and written commentaries about them
- confirmed that the standards represented and expressed in the final materials are appropriately demanding, faithful to *Program of Studies* expectations, and clearly expressed or illustrated.

Without the dedication and professionalism of Alberta teachers, this project would not have happened.

## *Purpose of the Classroom Assessment Materials*

The Classroom Assessment Materials are summative assessment packages. They are designed to be used by classroom teachers to assess students' achievement of the learning outcomes specified in the *Program of Studies* relative to clearly stated standards.



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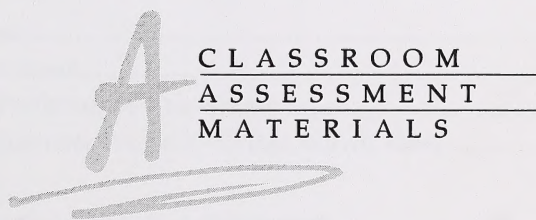




# **GRADE 1**

# **SOCIAL STUDIES**

## **TEACHER MANUAL**





# Contents

## The Grade 1 Social Studies Classroom Assessment

Overview of the Assessment .....	3
Components of the Assessment .....	3
General Learning Outcomes .....	4
Blueprint of the Assessment .....	5
Description of Standards .....	6

## Administering and Scoring the Assessment Components

General Instructions .....	11
Performance Assessment .....	13
Scoring the Performance Assessment .....	21
<i>Solving a Classroom Problem—Group Activity sheet</i> .....	29

## Calculating and Recording Student Achievement

Group Participation Record Form .....	33
Student Mark Calculation/Class Record Form .....	35

**In addition to this *Teacher Manual*, the Grade 1 Social Studies Classroom Assessment Materials include a complete set of *Student Materials* and *Examples of Students' Responses*.**





## ***The Grade 1 Social Studies Classroom Assessment***

- ***Overview of the Assessment***
- ***Components of the Assessment***
- ***General Learning Outcomes***
- ***Blueprint of the Assessment***
- ***Description of Standards***





## Overview of the Assessment

Part	Question/Activity	Student Booklet Page(s)	Group/ Individual	Suggested Time	Marks Possible
Session I—50 minutes					
Part A School	Activity 1	2–3	Individual	15 min	5
	Activity 2	4	Individual	5 min	1
	Activity 3	5	Individual	15 min	2
	Activity 4	6	Individual	15 min	3
Session II—50 minutes					
Part A School (cont.)	Group Activity	Activity Sheet	Group	30 min	N/A
	Activity 5	7	Individual	20 min	6
Session III—35 minutes					
Part B Families	Activity 1	8	Individual	10 min	3
	Activity 2	9	Individual	10 min	2
	Activity 3	10–11	Individual	15 min	3
Session IV—45 minutes					
Part C Families in Canada	Activity 1	12	Individual	15 min	2
	Activity 2	13	Individual	15 min	4
	Activity 3	14	Individual	15 min	3
Session V—25 minutes					
Part C Families in Canada (Cont.)	Class Activity	15	Class	10 min	N/A
	Activity 4	16	Individual	15 min	2
				Total 205 min	Total 36

This overview presents a suggested schedule for administration. The suggested duration of each activity includes time for teacher explanation and direction to students, as well as individual work by students. Students should be allowed some additional time, as necessary.

## Components of the Assessment

Along with this Teacher Manual for Grade 1 Social Studies, the assessment package consists of:

- Student Materials
- Examples of Students' Responses
- Performance Assessment Student Booklet

## ***General Learning Outcomes***

The following statements of general learning outcomes summarize the knowledge, skills, and attitude objectives from the Program of Studies for Grade 1 Social Studies. They describe the important learnings expected of students upon completion of the grade. These outcomes were used to assist in the development of the assessment materials included in this package.

***Upon completion of Grade 1 Social Studies, students will be able to:***

- Recognize and suggest questions to be investigated from their immediate world and experiences
- Demonstrate understanding of individual contributions and responsibilities in families and schools by gathering and organizing information and drawing conclusions
- Compare individual contributions in families and schools by gathering and organizing information and presenting conclusions orally, pictorially, and in cooperative writing
- Demonstrate awareness that cooperation and respect help people work together and solve problems
- Demonstrate understanding that families are similar and different by comparing families and their traditions
- Arrange events, facts, or pictures related to their immediate experience in a sequence
- Demonstrate awareness of maps and globes by locating places in their immediate environment, predicting distance in relative terms, making maps or models of those places, using pictures or symbols
- Demonstrate respect and cooperation when involved in activities with others
- Plan and carry out, with teacher guidance, an activity that demonstrates cooperation
- Demonstrate positive attitudes about themselves and their learning

## Grade 1 Social Studies

# Blueprint of the Assessment

The blueprint below shows the distribution of questions and activities according to topic, knowledge, and skills.

Parts are listed alphabetically: A, B, C

Activities within the parts are listed numerically: 1, 2, 3, 4

Activity Distribution By Topic And Concept											
Knowledge/ Skills	Topic A: My School				Topic B: My Family				Topic C: Other Canadian Families		
	School	Responsibility	Rules	Cooperation	Respect	Family	Responsibility	Change	Cooperation	Traditions	Respect
Knowledge	A1	A2, A3	A4	A5	A5	B1	B2, B3	B3	B3	C1, C2 C3	C4
		A2				B1	B2	B3		C1, C2	C4
	A1										
Skills		A3	A4	A5	A5		B2	B3		C2	C4
		A3	A4	A5	A5	B1	B2	B3		C2, C3	C4
Participation*											

\*Not included in mark assignments. A Group Participation Record Form is included on page 33 for optional use.



## Description of Standards

The following statements describe what is expected of students who are meeting the *acceptable standard* or the *standard of excellence* on independent work at the end of Grade 1 Social Studies. The statements represent the standards against which student achievement can be measured.

### **Acceptable Standard**

Students who meet the *acceptable standard* in Grade 1 Social Studies demonstrate a basic understanding of the generalizations, concepts and related facts and skills that are fundamental to the program.

Students who meet the *acceptable standard* have a basic understanding of the roles and responsibilities of students and other individuals within a school, and their relationships. They give examples of the responsibilities of different people in their school, and how people cooperate with and respect each other. They know the location and purpose of areas in the school, and the reasons for rules and the importance of observing them.

Students who meet the *acceptable standard* have a basic understanding of cooperation and shared responsibilities within a family. They give examples of shared family activities, roles and responsibilities of different family members, and how responsibilities may change to meet changing conditions. They know that the contributions of each family member are important.

Students who meet the *acceptable standard* know that Canadian families have common traditions and traditions special to themselves, and that those traditions have been passed down from parents and grandparents. They give examples of different kinds of traditions, such as language, food, clothing, special days and celebrations, music, crafts, and recreation. They understand that respect for family traditions is important.

These students understand, organize, analyze, synthesize, and apply Social Studies-related ideas and concepts in simple and familiar situations. They apply their knowledge of basic concepts, such as school, rules, cooperation, respect, family, responsibility, change, cooperation, and traditions.

Students who meet the *acceptable standard* acquire information through viewing and listening. They classify pictures, facts, and events in categories and make comparisons. Students make and use simple maps of their school and give verbal directions, using relative terms. They record information on a simple chart and express their ideas through role play and pictorially, orally, and in individual and cooperative writing.

Students use high-level thinking skills in familiar contexts. They draw conclusions about roles and responsibilities in schools and families and about traditions held by families.

Students who meet the *acceptable standard* willingly take turns in class discussions and work cooperatively with a partner or group.

***Standard of Excellence***

Students at the ***standard of excellence*** meet all of the expectations for the ***acceptable standard***.

Students who meet the ***standard of excellence*** in Grade 1 Social Studies have internalized most, if not all, of the generalizations and concepts fundamental to Social Studies. They are confident learners who demonstrate a clear and accurate understanding of the different roles and responsibilities of people in schools and families and the similarities and differences in traditions held by Canadian families.

Students transfer their knowledge and understanding to unfamiliar situations, and apply high-level thinking skills to less familiar contexts.

***Standards for Overall Performance on the Assessment***

Assessment standards for the overall performance of a student on the whole package are as follows:

Not Yet at Acceptable Standard (NS)	Acceptable Standard (AS)	Standard of Excellence (EX)
$\frac{0-23}{36 \text{ marks}}$	$\frac{24-30}{36 \text{ marks}}$	$\frac{31-36}{36 \text{ marks}}$

Standards for the assessment were established and validated using the scoring criteria outlined for each task. If the tasks are scored using different criteria or used for purposes other than assessing achievement at the end of Grade 1 Social Studies, these standards may not be appropriate.

Professional judgement should be used in making adjustments to administration procedures so that special needs students are able to demonstrate their best work.

The standards for performance on the assessment apply to all students.





## ***Administering and Scoring the Assessment Components***

- ***General Instructions***
- ***Performance Assessment***



## General Instructions

### ***Teacher Preparation***

Become familiar with all the components of the assessment. They are listed on page 3 of this manual. It is important to gain a clear understanding of the various assessment activities in which your students will be participating, and your essential role in enabling students to complete tasks to the best of their ability.

Choose whether to read all the assessment to students or have them read parts on their own. Most students should be able to work on their own through the individual activities once initial instructions have been given. Answer students' questions only as necessary to clarify instructions and procedures. Special needs students should participate with all the accommodations and supports they normally receive. Ensure that assistance is available as necessary, for those students who need help with reading or writing the assessment.

The Overview of the Assessment on page 3 recommends how long each part of the assessment takes, and provides a suggested schedule for administration. Allocate class time that will allow each session to be completed without interruption. Do not administer the entire package in one day. Plan to complete it within a week, so that continuity can be maintained and students can keep focused and interested in the activities.

In Part A of this assessment, the students will be working in groups of 3 or 4. Choose groups to ensure that all students have the maximum opportunity to do their best. Record student names on the Group Participation Record Form on page 33.

Each group will need one copy of *Solving a Classroom Problem—Group Activity* sheet, which is found on page 29.

### ***Preparing Students***

Tell students that this assessment is for end-of-grade Social Studies and that it therefore addresses all three topics for Grade 1.

Explain the administration schedule. Tell students how much time they will have to complete each activity. Ensure that students have quiet activities to do if they finish any parts of the assessment early.



## ***Scoring the Assessment***

Students' marks for each part of the assessment should be recorded on the Student Mark Calculation/ Class Record Form on page 35. Read a broad selection of student work before scoring to appreciate the range and variety of responses and align them with the descriptors in the scoring criteria.

Answer keys are used for questions for which there is only one correct answer. Scoring criteria are used for tasks that allow for a range of responses. Use the answer keys and scoring criteria, rather than your own scoring practices, to award student marks.

*Examples of Students' Responses* are included in this assessment package. These examples provide typical work for most of the activities. Examples are also provided to illustrate each level of the scoring criteria, where appropriate. Accompanying commentaries explain how and why the examples of students' responses relate to the descriptors.

Note that responses are not to be marked for the quality of the students' writing skills (spelling, punctuation, sentence structure, etc.) but for the quality of the student's Social Studies knowledge and skills.

## Performance Assessment

### Description

This performance assessment is centred around the idea of a pen pal classroom from another school. The assessment, divided into three parts, focuses on schools, families, and family traditions, different roles and responsibilities of people in schools and families, and the similarities and differences in traditions held by Canadian families.

### Administration

Provide each student with a copy of the Student Booklet: Performance Assessment. Tell students that, during this assessment, they will do some activities on schools, families, and family traditions.

Introduce activities by reading scripted information in boxes from the Teacher Manual, after students have turned to the relevant pages in the Student Booklet.

### Part A: School

#### Session I

- Time allotted: 50 minutes
- Students will need:
  - Student Booklet
  - pencil
  - eraser
  - crayons/coloured pencils, including green, blue, red, and orange

#### Introduction to Taylor School (page 1)

- Introduce this part of the assessment as students look at page 1 in the Student Booklet.

Let's imagine that our class are pen pals with a Grade 1 class in another school. We can learn about their school and some of the children in their class.

- Read the letter on page 1 as students read along.

#### Activity 1: Map of Taylor School (A1: pages 2-3)

- Time: 15 minutes

The Grade 1 students at Taylor School have sent us a map and made up a game about their school. The game is called "I spy with my little eye. . ."

- Read the instructions on page 3 and have students complete the activities on the map.

*Activity 2:  
Responsibilities in the  
School  
(A2: page 4)*

- Time: 5 minutes

Many people work in a school and have different responsibilities. Here are pictures of some people who work in Taylor School and sentences that tell about the responsibilities they have.

- Read all the job responsibility statements in the boxes.
- Read the instructions at the top of page 4 and have students draw lines to match the job responsibility with the pictures.

*Activity 3:  
My Responsibilities  
as a Student  
(A3: page 5)*

- Time: 15 minutes

Each of you has responsibilities as a student in our school to help make it a good place to learn and work. You can help yourself and you can help others in the class.

- Read the instructions on page 5. Students draw a picture of themselves at school and then complete the sentences.

*Activity 4:  
Classroom and  
School Rules  
(A4: page 6)*

- Time: 15 minutes

Schools and classrooms have certain ways of doing things. Some of these are called rules. Our school and classroom have rules.

- Read the instructions on page 6 and have students complete the activities.
- Collect Student Booklets at the end of the session.

## Part A: School (Continued)

### Session II

- Time allotted: 50 minutes
- Students will need:
  - Student Booklet
  - pencil
  - eraser
  - *Solving a Classroom Problem—Group Activity* sheet (page 29)

*Group Activity:  
Solving a Classroom  
Problem  
(Activity Sheet)*

- Time: 30 minutes

Sometimes there is a problem in a classroom that people can work together to solve. You are going to work in groups to solve a problem that could happen in a Grade 1 class.

- Move students into groups of 3 or 4. Give each group a *Solving a Classroom Problem: Group Activity* sheet. Either write student names or have students write their names at the top of the sheet.
- Read the story problem aloud to students.
- Ask the class, “What is the Problem?” and record the problem statement on the chalkboard or chart paper.
- Ask the class to tell ways that the problem could be solved. Record these ways on the chalkboard or chart paper.

### Class Chart

What is the problem?
Tell ways to solve the problem.



- Students now work in small groups. Remind students to use the rules for group work usually employed in your class.
- Ask students in their groups to talk about and then choose one way to solve the problem from the list on the chalkboard or chart paper. They record their choice on their group activity sheet.
- Students then discuss and record on their group activity sheet how this choice will solve the problem.
- You may use the Group Participation Record Form on page 33 to assess individual student participation skills during this activity.
- Groups may share their choice of problem solution and how it will solve the problem with the class.

*Activity 5:  
Solving a Schoolyard  
Problem  
(A5: page 7)*

- Time: 20 minutes
- Have students return to their own places and look at page 7 in the Student Booklet:

The Grade 1 students at Taylor School have a problem in the schoolyard that they hope we can help solve.

- Read the story problem on page 7, as students read along. Tell students:

Write down what the problem is. Think of ways to solve the problem. Write down one way that you think would work. Tell why this will be a good way to solve the schoolyard problem.

- Students record their answers on page 7.
- Collect Student Booklets at the end of the session.

## ***Part B: Families***

### ***Session III***

- Time allotted: 35 minutes
- Students will need the following materials:
  - Student Booklet
  - pencil
  - eraser
- Hand out Student Booklets and have students turn to page 8.
- Introduce this part of the assessment:

The Grade 1 students at Taylor School have been learning about families. They have shared some of their activities with us.

#### ***Activity 1: What is a Family (B1: page 8)***

- Time: 10 minutes

The students played a game called Families, where they had to find pictures of families.

- Read the instructions on the top of page 8. Students check off the box in each picture that shows a family and finish the sentence stems below.

#### ***Activity 2: Family Responsibilities (B2: page 9)***

- Time: 10 minutes
- Read the introduction to the activity on page 9 as students look at the pictures. Ask students what each family responsibility is and which family member is responsible.
- Remind students **not to** repeat the responsibilities in the pictures when they complete the sentence stems.

#### ***Activity 3: Family Change and Cooperation (B3: pages 10-11)***

- Time: 15 minutes

The Grade 1 students at Taylor School have been talking about changes in their families. There are many ways in which families change.

- Read the introduction at the top of page 10 as students look at the pictures. Students then complete page 11 by describing the change in Wendy's family and identifying responsibilities Wendy could have.
- Collect Student Booklets at the end of the session.

## ***Part C: Families in Canada***

### ***Session IV***

- Time allotted: 45 minutes
- Students will need the following materials:
  - Student Booklet
  - eraser
  - pencil
  - crayons/coloured pencils

#### ***Activity 1: Understanding Traditions (C1: page 12)***

- Time: 15 minutes
- Hand out Student Booklets and have students turn to page 12.

The Grade 1 class at Taylor School had a special Family Traditions Day, when students shared traditions held by their families. Some students brought pictures of their families.

- Read the introduction to the activity on page 12 and read the stories as students follow along.
- Read the instructions above the chart and have students complete the chart on different kinds of traditions. They record the name of one child, whose story shows that kind of tradition, in each box.
- Tell students they will not use the names of all the children.

#### ***Activity 2: Special Traditions (C2: page 13)***

- Time: 15 minutes

Families in Canada have special ways of doing things. Some traditions are shared by most families. Other traditions are special only to some families. Why is it important to learn about other people's traditions?

- Read the instructions on page 13 and have students complete the questions.

*Activity 3:*  
*My Family Tradition*  
(C3: page 14)

- Time: 15 minutes

You can add your own picture and story to the Family Traditions Day display. Think of a tradition in your family. It could be about language, food, clothing, a special day or celebration, music, crafts, or recreation. How did you learn this tradition?

- Read the instructions on page 14. Students write and draw about a family tradition and complete the sentence stem.
- Collect Student Booklets at the end of the session.

## ***Part C: Families in Canada***

### ***Session V***

- Time allotted: 25 minutes
- Students will need the following materials:
  - Student Booklet
  - eraser
  - pencil

*Class Activity:*  
*Showing Respect*  
(page 15)

- Time: 10 minutes
- Hand out Student Booklets and have students turn to page 15.
- Read the story as students look at the story and picture.

Claire wrote a story. She worked hard and she is really proud of it. Today, the teacher invites Claire to share her story with the class. Claire stands up in front of the class and starts to read her story. After a few minutes, she hears noise in front of her. She looks up and sees what is happening. Claire stops reading. She is not happy.

- Brainstorm with the class: Why does Claire stop reading? Why is Claire unhappy? What could you do or say to show respect for Claire?



*Activity 4:*  
*Showing Respect*  
(C4: page 16)

- Time: 15 minutes
- Read the story as students look at the story and picture on page 16.

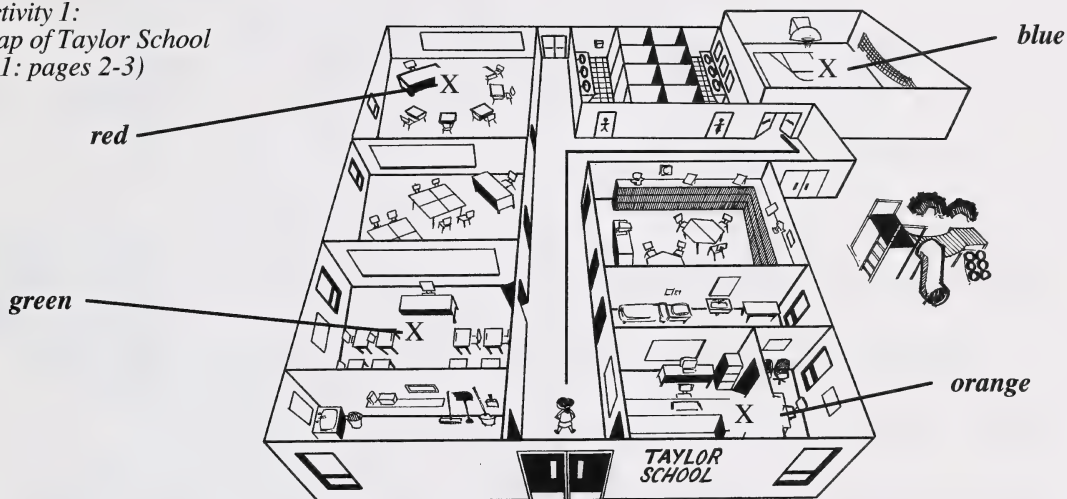
Mai Chan has just moved with her family. Today is her first day in Grade 1 at Taylor School. In the morning, Mai Chan's teacher and her classmates help her learn about her new school. Mai Chan is happy and starting to make new friends. Now, it is lunchtime. Mai Chan's grandmother made lunch for her. She put rice in Mai Chan's lunch, along with some chopsticks. Mai Chan starts to eat her rice with chopsticks. Some of the children stare at Mai Chan and one child says, "Why are you eating with those things?" Mai Chan hides her chopsticks and asks her teacher for a fork.

- Read the instructions on page 16 and have students answer the questions.
- Collect Student Booklets at the end of the session.

## Scoring the Performance Assessment

### Part A: School

Activity 1:  
Map of Taylor School  
(A1: pages 2-3)



#### Marks

- **1 mark** for locating the classroom nearest the custodian's room with a green X.
- **1 mark** for locating the gymnasium with a blue X.
- **1 mark** for locating the classroom farthest from the office with a red X.
- **1 mark** for drawing a route directly from the office to the gym, using a red line.
- **1 mark** for locating the office with an orange X.

**Total Marks Possible: 5**

**Activity 2:**  
**Responsibilities in the**  
**School**  
(A2: page 4)

Draw a line matching each responsibility with a picture.

I am responsible for  
everyone in the school.

I sweep the floors and  
take out the garbage.

I answer the telephone  
and work on the  
computer.

I teach children how  
to read and write and  
do math.



- **1 mark** for matching **all** boxes with the correct pictures **OR**
- **0 marks** if any matches are incorrect.

**Total marks possible: 1**

*Activity 3:  
My Responsibilities  
as a Student  
(A3: page 5)*

In my school, I can help **myself** learn better by . . .

- **1 mark** for identifying a reasonable responsibility students could have for their own learning (e.g., doing my best work, listening well, asking for the teachers' help).

I can help **others in my class** learn better by . . .

- **1 mark** for identifying a reasonable responsibility students could have towards their classmates (e.g., helping another student read, taking turns in class, working cooperatively in a group).

**Total marks possible: 2**

*Activity 4:  
Classroom and  
School Rules  
(A4: page 6)*

Why does a school have rules?

- **1 mark** for stating that rules make the school safe, orderly, or a good place to learn or work.

Name **one** rule in your school or classroom that you think is a good rule . . .

- **1 mark** for a classroom or school rule that is correct for your school.

This is a good rule because . . .

- **1 mark** for a reason that is legitimate and relates to the chosen rule.

**Total marks possible: 3**

*Group Activity:  
Solving a Classroom  
Problem (Group  
Activity Sheet)*

- This group activity is not included in the mark allocation for formal assessment purposes, and therefore does not need to be marked.
- You may wish to assess individual student participation skills using the Group Participation Record Form on page 33.



**Activity 5:**  
**Solving a Schoolyard**  
**Problem**  
(A5: page 7)

What is the problem?

I would solve the problem by . . .

Why is this a good way to solve the problem?

Consider how effectively the student:

- identifies the problem
- provides a solution to the problem
- relates the solution to the problem

This activity is weighted. *Points* are converted to **marks**.

Select the level (3, 2, 1, 0) that **most thoroughly** describes the student's work.

**Grade 1 Social Studies**

**Scoring Criteria**

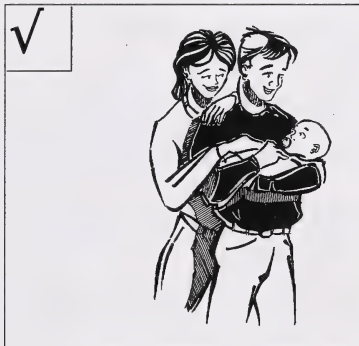
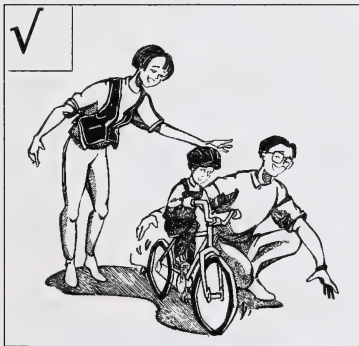
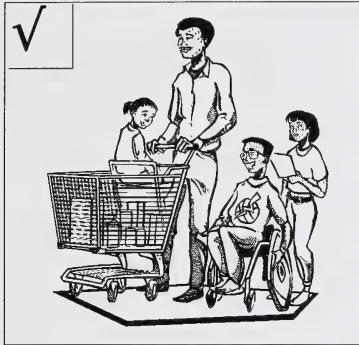
3 point scale × 2 = **6 marks**

<i><b>Points</b></i>	<i><b>Descriptors</b></i>
<b>3</b>	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>• clearly identifies and describes the problem</li> <li>• provides a specific solution that demonstrates cooperation and fairness</li> <li>• explains clearly how the solution relates to the problem</li> </ul>
<b>2</b>	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>• identifies the problem correctly</li> <li>• provides an adequate solution that may not demonstrate cooperation and fairness</li> <li>• explains the solution in a general way, without making a clear connection to the problem</li> </ul>
<b>1</b>	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>• identifies the problem in a vague, or inaccurate way</li> <li>• provides a solution that is vague, or unreasonable</li> <li>• fails to explain the solution or the connection to the problem</li> </ul>
<b>0</b>	<ul style="list-style-type: none"> <li>• Insufficient or blank</li> </ul>

**Total marks possible : 6**

## Part B: Families

Activity 1:  
What is a Family  
(B1: page 8)



Check (✓) each box that shows a **family**.

- **1 mark** if all the pictures are identified correctly as families or non-families **OR**
- **0 marks** if any pictures are identified incorrectly.

One way a family can have fun together is . . .

- **1 mark** for describing an appropriate activity.

One way a family can show they care for each other is .

- **1 mark** for describing an appropriate feeling or action.

**Total marks possible: 3**

**Activity 2:**  
**Family**  
**Responsibilities**  
(B2: page 9)

In my family, an **adult** is responsible for . . .

- **1 mark** for describing an appropriate responsibility for an adult, that does not repeat the pictures in the Student Booklet.

In my family **I** am responsible for . . .

- **1 mark** for describing an appropriate responsibility for a child, that does not repeat the pictures in the Student Booklet.

**Total marks possible: 2**

**Activity 3:**  
**Family Change and**  
**Cooperation**  
(B3: pages 10-11)

Tell the way Wendy's family has changed.

- **1 mark** for giving the correct reason. (e.g., Wendy's mother is in the hospital, Wendy's mother is sick).

Check (✓) the boxes that show extra responsibilities Wendy could take on to help her family.

☒

feed the dog

☐

drive the car

☒

help with the laundry

☐

watch cartoons onTV

- **1 mark** for the correct checkmarks and blanks.

Think of one **more** responsibility Wendy could take on to help her family.

- **1 mark** for describing an appropriate responsibility for a child.

**Total marks possible: 3**

**Part C:**  
**Families in**  
**Canada**

**Activity 1:**  
**Understanding**  
**Traditions**  
(C1: page 12)

Language	Food or Clothing	Recreation	Special Days
Ingrid	Ryan or Lisa or Miya	Megan	Doug or Lisa

- **2 marks** for a correct name in each of the 4 categories **OR**
- **1 mark** for a correct name in 3 categories **OR**
- **0 marks** for a correct name in 2 or less categories.

**Total marks possible: 2**

*Activity 2:  
Special Traditions  
(C2: page 13)*

Name 2 traditions **most** families in Canada share.

- **1 mark** for **each** answer that names a tradition likely shared by many families  
( e.g., Canada Day, Birthday) (**2 marks in all**).

Check the pictures that show traditions that are special only to **some** families in Canada.



lighting candles at Hanukkah



celebrating Canada Day



celebrating Chinese New Year



painting Ukrainian Easter eggs

- **1 mark** for the correct checkmarks and blanks.

Learning about other people's traditions is important because . . .

- **1 mark** for a statement that shows a recognition of differences and/or an opportunity for new experiences, and/or a better understanding and appreciation of other people.

**Total marks possible: 4**

*Activity 3:  
My Family Tradition  
(C3: page 14)*

Write and draw about one **tradition** in your own family.

- **2 marks** for writing and a drawing that shows a family activity that is a tradition.

**OR**

- **1 mark** for writing and a drawing that shows a family activity that is not a tradition **or** is a family responsibility (e.g., shopping, mowing the lawn).

**OR**

- **0 marks** for writing and a drawing that does not show a family activity **or** is vague, incomplete, or unexplained.  
(Note: A family tradition is a certain or special way of doing things. It is ongoing or repetitive, and may relate to heritage, seasonal or regular activities or occasions).

I learn my traditions from . . .

- **1 mark** for identifying a family member as the teacher of traditions.

**Total marks possible: 3**



*Class Activity:  
Showing Respect  
(page 15)*

- This class activity is not marked.

*Activity 4:  
Showing Respect  
(C4: page 16)*

**Why did Mai Chan ask her teacher for a fork?**

- **1 mark** for identifying why Mai Chan asked her teacher for a fork (e.g., the other children are staring, Mai Chan feels uncomfortable).

**What could you say or do to show that you respect Mai Chan's tradition of using chopsticks?**

- **1 mark** for describing an action or statement that shows respect for someone else's tradition (e.g., not staring at Mai Chan, smiling at Mai Chan, saying you would like to learn to use chopsticks).

**Total marks possible: 2**

**Grade 1 Social Studies**



Student Names: \_\_\_\_\_  
\_\_\_\_\_

***Solving a Classroom Problem: Group Activity***

Imagine someone in Grade 1 had a birthday and brought enough cupcakes to school so that everyone in the class could have one. Half the cupcakes had chocolate icing and half the cupcakes had vanilla icing. Most of the children wanted cupcakes with chocolate icing. How could you solve the problem?

As a group, choose one way to solve the problem.

What is your choice?

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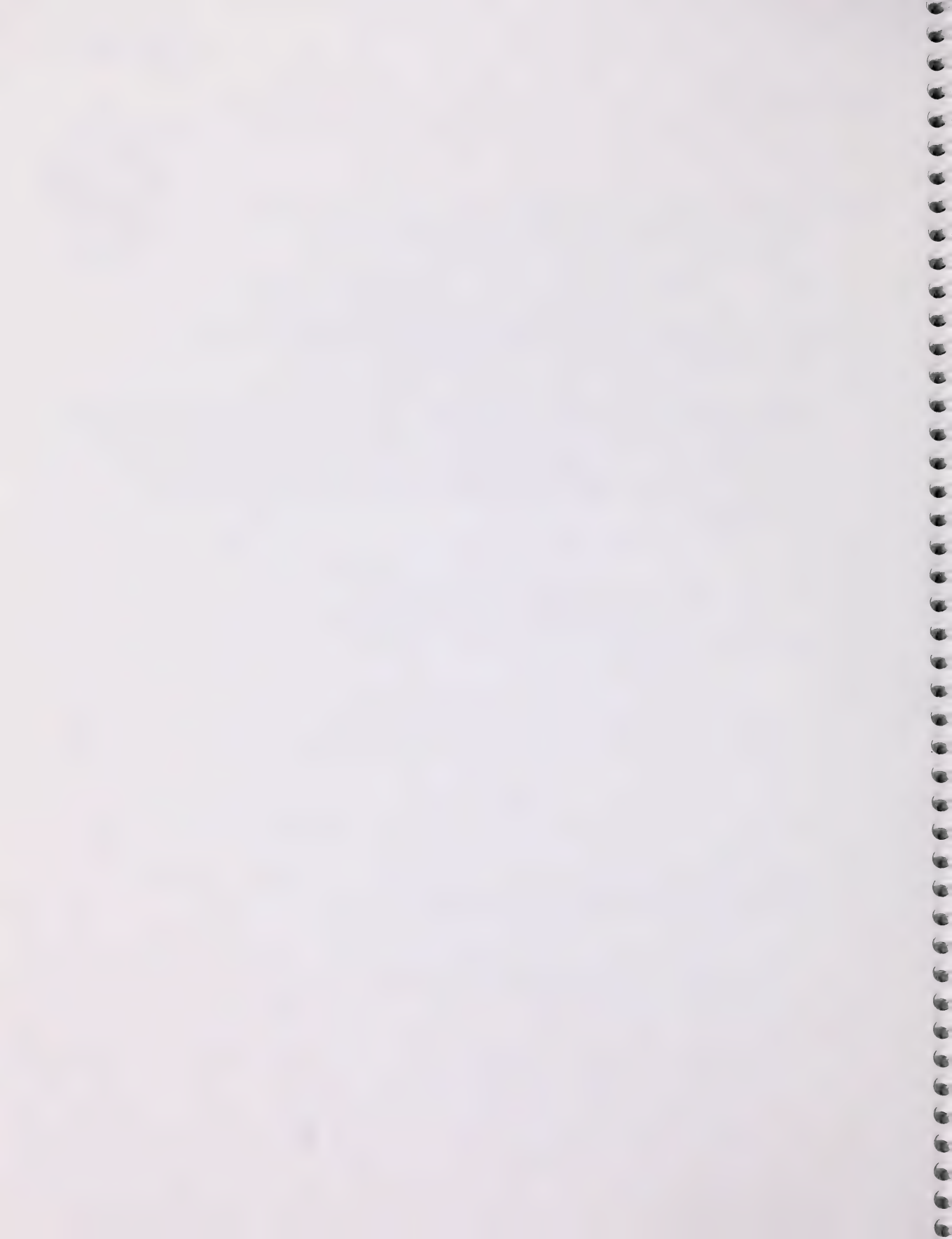
---

Tell how this choice will solve the problem.

---

---

---



## ***Calculating and Recording Student Achievement***

- ***Group Participation Record Form***
- ***Student Mark Calculation/Class  
Record Form***





*Grade 1 Social Studies****Group Participation Record Form***

Assign students to groups of three or four. Write their names in the left column. As students work on group activities, you may wish to assess their work in the two areas shown.

- **contributing:** providing useful, relevant, and timely information
- **listening:** taking turns, being courteous, showing accepted signs of active listening

Circle the appropriate number in each box:

**1—seldom      2—sometimes      3—often**

Space is provided for brief anecdotal comments.

Group \_\_\_\_\_

	Contributing			Listening			Total /6
Name	1	2	3	1	2	3	
Comments							
Name	1	2	3	1	2	3	
Comments							
Name	1	2	3	1	2	3	
Comments							
Name	1	2	3	1	2	3	
Comments							

Group \_\_\_\_\_

	Contributing			Listening			Total /6
Name	1	2	3	1	2	3	
Comments							
Name	1	2	3	1	2	3	
Comments							
Name	1	2	3	1	2	3	
Comments							
Name	1	2	3	1	2	3	
Comments							

Group \_\_\_\_\_

	Contributing			Listening			Total /6
Name	1	2	3	1	2	3	
Comments							
Name	1	2	3	1	2	3	
Comments							
Name	1	2	3	1	2	3	
Comments							
Name	1	2	3	1	2	3	
Comments							







Student Materials

Examples of students' responses



# GRADE 1

# SOCIAL STUDIES

## STUDENT MATERIALS



CLASSROOM  
ASSESSMENT  
MATERIALS



***This package of Student  
Materials contains***

- ***Performance Assessment — Student Booklet***

***In addition to the Student Materials, this  
classroom assessment package includes***

- ***Teacher Manual***
- ***Examples of Students' Responses***





## ***Performance Assessment***

- ***Student Booklet***



## ***Performance Assessment***

### ***Description***

This booklet has three parts. Each part has different activities.

### ***Instructions***

- Put your name on the front cover of this booklet.
- Read carefully and do your best work.
- Read over your work when you are finished, before you hand the booklet to your teacher.





# Part A: School

## Introduction—Taylor School

Dear Students,

We are happy to be your pen pals. We are Grade 1 students at Taylor Elementary School. Here is a picture of our school.



We have sent you some information about our school.

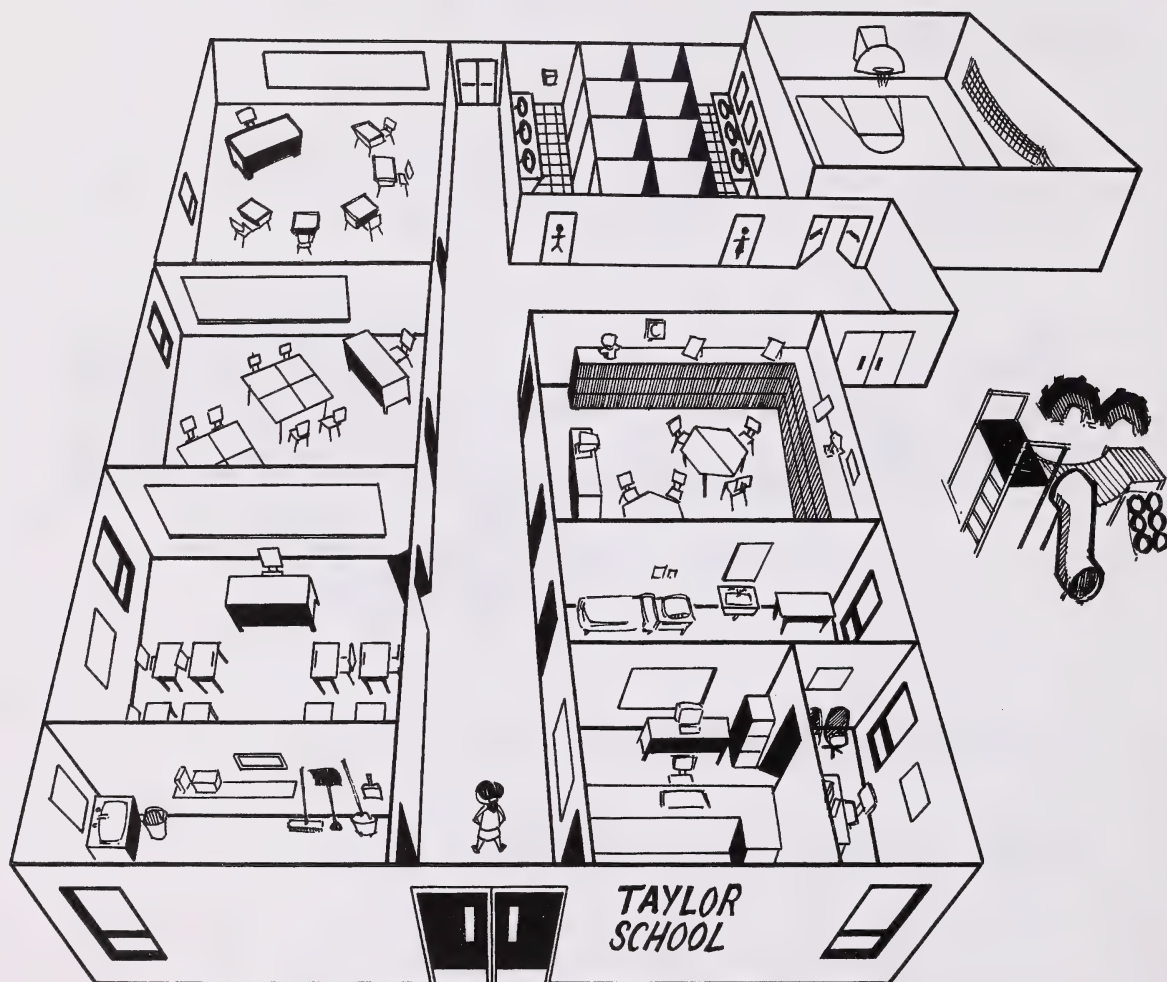
We hope you enjoy learning about our school.

Your Pen Pals at Taylor School

# Activity 1—Map of Taylor School

## Individual Activity

Use the map below to complete the activities on page 3.



I spy with my little eye . . .



- the classroom **nearest** to the custodian's room.

Put a **green X** in that classroom.



- a place **inside** the school where I can run and play games.

Draw a **blue X** in that place.



- the classroom that is **farthest** from the office.

Draw a **red X** in that place.



- a route that the secretary takes from the office to the gym. Draw a **red line** to show that route.



- a girl who has just walked through the front door into Taylor School.  
What place is on **her right**?

Draw an **orange X** in that place.

## Activity 2—Responsibilities in the School

### Individual Activity

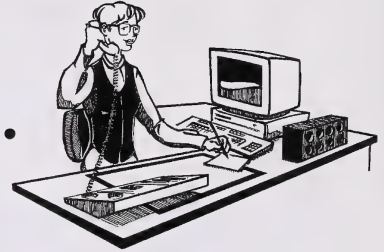


- Draw a line matching each responsibility with a picture.

I am responsible for everyone in the school.



I sweep the floors and take out the garbage.



I answer the telephone and work on the computer.



I teach children how to read and write and do math.





# Activity 3—My Responsibilities as a Student

## Individual Activity



Draw a picture of yourself at school.

Complete the sentences below.



In my school, I can help **myself** learn better by \_\_\_\_\_

---

---



I can help **others in my class** learn better by \_\_\_\_\_

---

---



## Activity 4—Classroom and School Rules

### Individual Activity



Why does a school have rules? \_\_\_\_\_



Name **one** rule in your school or classroom that you think is a good rule.



Rule: \_\_\_\_\_



This is a good rule because \_\_\_\_\_

## Activity 5—Solving a Schoolyard Problem

### Individual Activity

Read and listen to the problem.



Part of the school playground is paved. Some students like to use it for skipping. Other students like to play ball games there because the ball bounces so well. There is not enough room for all the children to use the paved area at the same time. What can we do?



What is the problem?

---



I would solve the problem by \_\_\_\_\_

---

---



Why is this a good way to solve the problem? \_\_\_\_\_

---

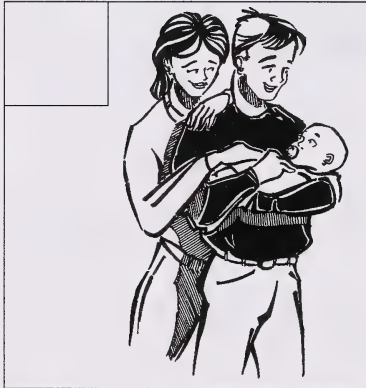
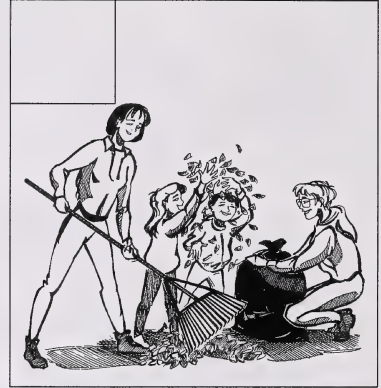
---

## Part B: Families

### Activity 1—What is a Family?

#### Individual Activity

Check (✓) each box that shows a **family**.



One way a family can **have fun** together is \_\_\_\_\_

One way a family can **show they care** for each other is \_\_\_\_\_

## Activity 2—Family Responsibilities

### Individual Activity



People in families have responsibilities. The pictures show some family responsibilities.

Complete the sentences. Do not choose a responsibility that is shown in the pictures.



In my family, an **adult** is responsible for \_\_\_\_\_

---

---



In my family, I am responsible for \_\_\_\_\_

---

---

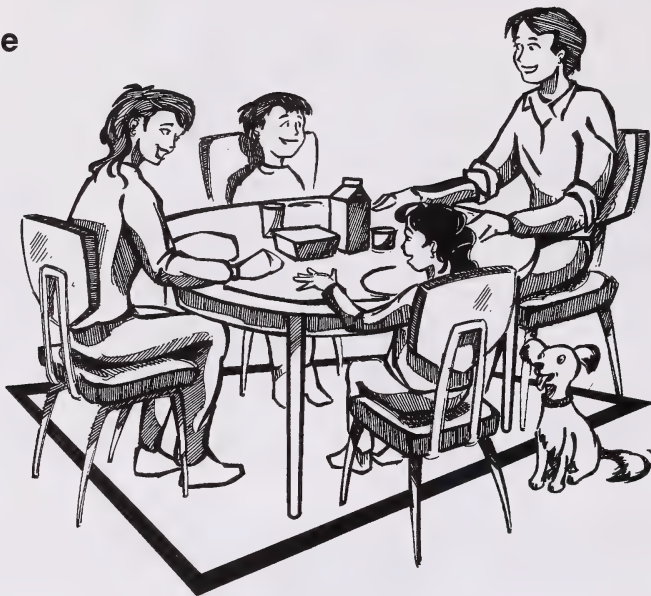


## Activity 3—Family Change and Cooperation

### Individual Activity

Wendy's family has changed. Look at the pictures of Wendy's family.

#### Before the change



#### After the change







Tell the way Wendy's family has changed. \_\_\_\_\_

Wendy's usual responsibilities are to pick up her toys and make her bed.



What else could Wendy do now that her family needs help?



Check ( ✓ ) the boxes that show extra responsibilities Wendy could take on to help her family.

☐

feed the dog

☐

drive the car

☐

help with the laundry

☐

watch cartoons on TV



Think of one **more** responsibility Wendy could take on to help her family.

---



---

# Part C: Families in Canada

## Activity 1—Understanding Traditions

### Individual Activity

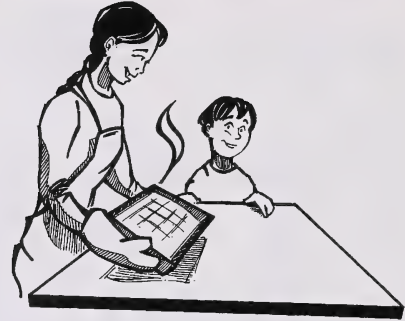
Families enjoy many different traditions.



**Miya** and her mom are wearing dresses called kimonos.



**Doug's** family is decorating their Christmas tree.



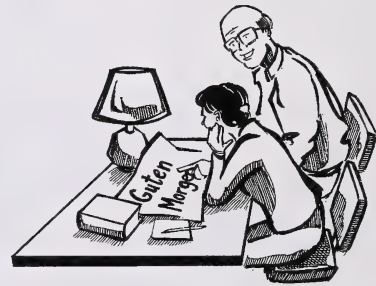
**Ryan** and his mom are making a special bread called bannock.



**Lisa's** family is celebrating her sister's birthday.



**Megan's** family goes camping in the mountains every summer.



**Ingrid's** grandfather is teaching her the German language.

In the chart below, write the name of **one child** whose family picture shows that kind of tradition.

You will not use the names of all the children.

Language	Food or Clothing	Recreation	Special Days

## Activity 2—Special Traditions

### Individual Activity

Use the information from the pictures or what you already know to answer the following questions.

1. Name 2 traditions **most** families in Canada share.

- \_\_\_\_\_
- \_\_\_\_\_

2. Check ( ☒ ) the pictures that show the traditions that are special only to **some** families in Canada.

☐

lighting candles  
at Hanukkah

☐

celebrating  
Chinese New Year

☐

celebrating  
Canada Day

☐

painting Ukrainian  
Easter Eggs

3. Learning about other people's traditions is important because \_\_\_\_\_

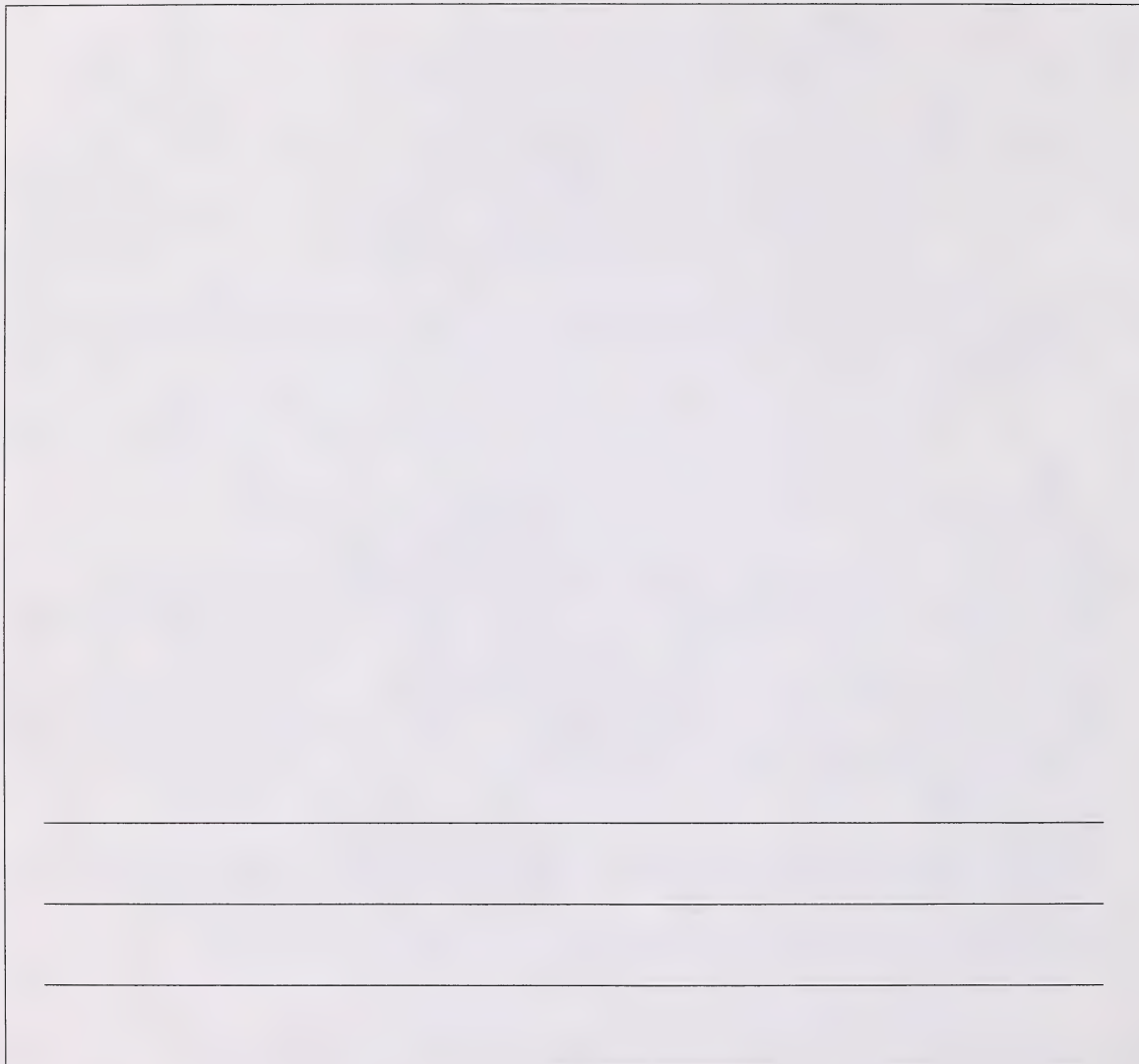
\_\_\_\_\_

\_\_\_\_\_

## Activity 3—My Family Tradition

### Individual Activity

 Write and draw about one **tradition** in your own family.



---

---

---

 I learn my traditions from \_\_\_\_\_

---



## Class Activity—Showing Respect



Claire wrote a story. She worked hard and she is really proud of it. Today, the teacher invites Claire to share her story with the class. Claire stands up in front of the class and starts to read her story. After a few minutes, she hears noise in front of her. She looks up and sees what is happening. Claire stops reading. She is not happy.

Think about:

- Why does Claire stop reading?
- Why is Claire unhappy?
- What could you say or do to show that you respect Claire?



## Activity 4—Showing Respect

### Individual Activity



Mai Chan has just moved with her family. Today is her first day in Grade 1 at Taylor School. In the morning, Mai Chan's teacher and her classmates help her learn about her new school. Mai Chan is happy and starting to make new friends. Now, it is lunchtime. Mai Chan's grandmother made lunch for her. She put rice in Mai Chan's lunch, along with some chopsticks. Mai Chan starts to eat her rice with chopsticks. Some of the children stare at Mai Chan and one child says, "Why are you eating with those things?" Mai Chan hides her chopsticks and asks her teacher for a fork.



Why did Mai Chan ask her teacher for a fork? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



What could you say or do to show that you respect Mai Chan's tradition of using chopsticks? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

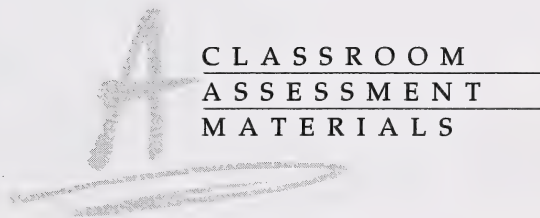


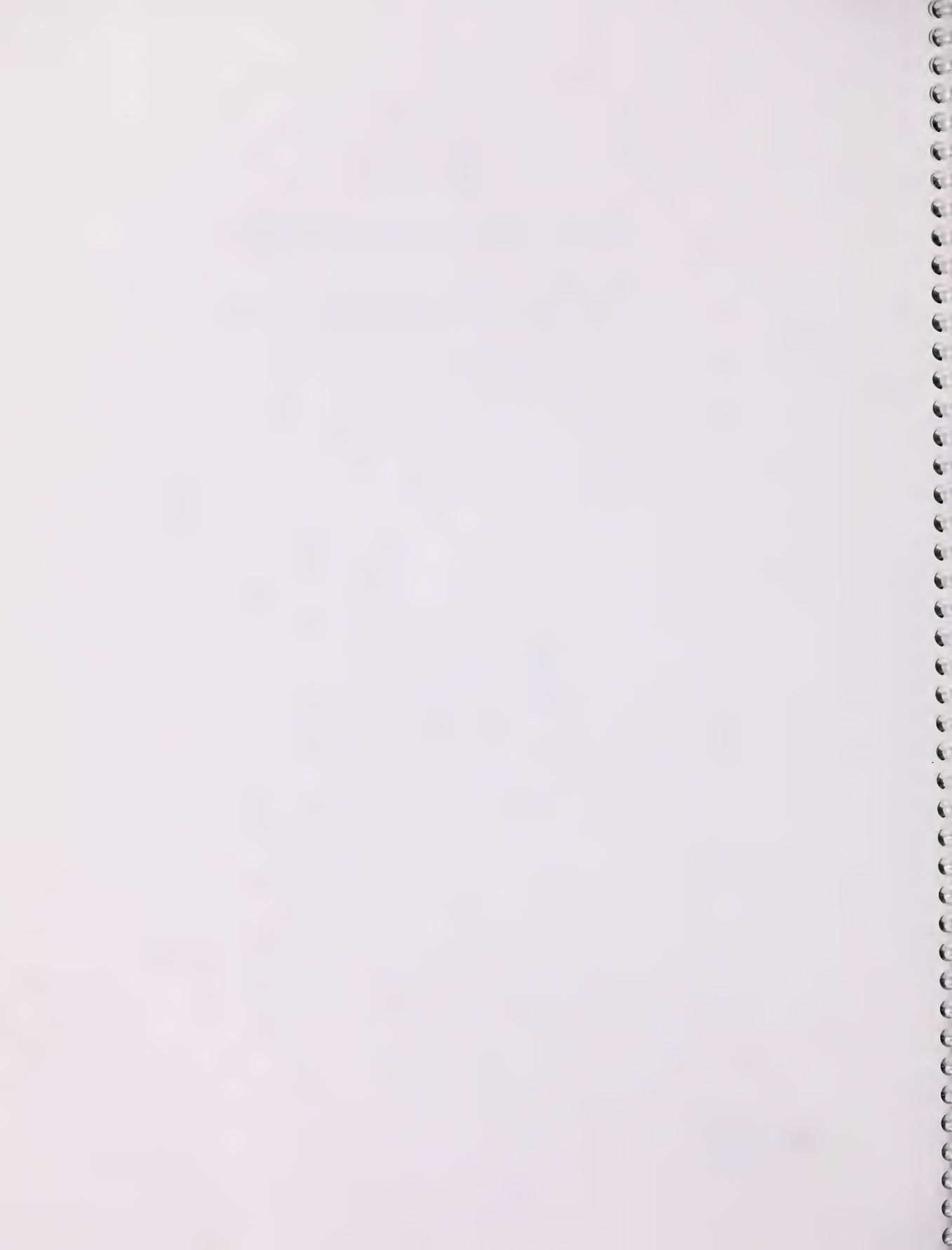


# **GRADE 1**

# **SOCIAL STUDIES**

## **EXAMPLES OF STUDENTS' RESPONSES**







# Introduction

## Purpose

The purpose of this document is to provide teachers, students, parents, and administrators with examples of students' responses that illustrate the provincial standards expected of students who complete Grade 1 Social Studies.

## Contents

For each of the written or performance tasks, the *Examples of Students' Responses* document contains

- the student task
- the scoring criteria to be used by teachers to evaluate their students' work (these criteria can also be found in the *Teacher Manual*)
- examples of students' responses at each criteria "level"
- commentaries that illustrate and explain how the scoring criteria fit each response

Each student response in this document is reproduced as it appeared in the assessment; that is, in the students' own handwriting. Because of space limitations, the planning and drafting that may have preceded or accompanied some of the responses may not have been included. However, teachers and other readers should note that research has demonstrated a very strong relationship between the quality of planning and the degree of success in written expression.

## Selection of Examples

The students' responses in this document were selected from those produced during the pilot testing of the Classroom Assessment Materials Project in May and June of 1996. A committee composed of Grade 1 Social Studies teachers from different parts of the province reviewed and validated the assessments and scoring criteria, then selected students' responses.

These examples of students' work illustrate the provincial standards for students who complete Grade 1 Social Studies.

## Considerations

Please note that

- the examples presented illustrate specific standards (scoring criteria), but are not necessarily typical of the responses submitted
- the selected responses represent only a few of the possible approaches to each task. None of the examples is intended to serve as a model of a particular approach
- you should consider each student example in light of the constraints of the assessment situation. Under assessment conditions, most students are able to prepare responses that must be considered as first draft only.



## Contents

### Performance Assessment

Part A, Activity 3 – My Responsibilities as a Student .....	3
Part A, Activity 4 – Classroom and School Rules .....	5
Part A, Activity 5 – Solving a Schoolyard Problem .....	8
Part B, Activity 1 – What is a Family? .....	12
Part B, Activity 2 – Family Responsibilities .....	14
Part C, Activity 2 – Special Traditions .....	16
Part C, Activity 3 – My Family Tradition .....	17
Part C, Activity 4 – Showing Respect .....	19

**In addition to this *Examples of Students' Responses*, the Grade 1 Social Studies Classroom Assessment Materials include a complete set of *Student Materials* and *Teacher Manual*.**



## ***Performance Assessment***

- ***Part A: Activity 3 – My Responsibilities as a Student***
- ***Part A: Activity 4 – Classroom and School Rules***
- ***Part A: Activity 5 – Solving a Schoolyard Problem***
- ***Part B: Activity 1 – What is a Family?***
- ***Part B: Activity 2 – Family Responsibilities***
- ***Part C: Activity 2 – Special Traditions***
- ***Part C: Activity 3 – My Family Tradition***
- ***Part C: Activity 4 – Showing Respect***





# Performance Assessment

## Part A: Activity 3—My Responsibilities as a Student

### Student Task/Scoring Criteria

In my school, I can help **myself** learn better by . . .

- **1 mark** for identifying a reasonable responsibility students could have for their own learning (e.g., doing my best work, listening well, asking for the teacher's help).

These examples of students' responses illustrate a variety of work that meets the scoring criteria.

Student Response	A student may identify
In my school, I can help myself learn better by <u>lisning to the techer and doing my work.</u>	<ul style="list-style-type: none"> <li>• individual behaviour</li> </ul>
In my school, I can help myself learn better by <u>reeding since books and computers.</u>	<ul style="list-style-type: none"> <li>• specific learning activities</li> </ul>
In my school, I can help myself learn better by <u>feeding and spelling and isning and beeing fori and wrking and having lots of sleep and going to sleep urder</u>	<ul style="list-style-type: none"> <li>• individual behaviour and specific learning activities</li> </ul>

### Student Task/Scoring Criteria

I can help **others in my class** learn better by . . .

- **1 mark** for identifying a reasonable responsibility students could have towards their classmates (e.g., helping another student read, taking turns in class, working cooperatively in a group).

These examples of students' responses illustrate a variety of work that meets the scoring criteria.

Student Response	A student may identify
I can help <b>others in my class</b> learn better by <u>said out the</u> <u>wrds. and teching them to do</u> <u>The rite thing. and seting an</u> <u>eggzample.</u>	<ul style="list-style-type: none"> <li>• helping other students</li> </ul>
I can help <b>others in my class</b> learn better by <u>being quit</u> <u>when am done and other peple</u> <u>are working.</u>	<ul style="list-style-type: none"> <li>• individual behaviour</li> </ul>
I can help <b>others in my class</b> learn better by <u>cooperating</u> <u>with other children. And by listining to</u> <u>other children.</u>	<ul style="list-style-type: none"> <li>• working cooperatively with others</li> </ul>

## Part A: Activity 4—Classroom and School Rules

### Student Task/Scoring Criteria

Why does a school have rules?

- **1 mark** for stating that rules make the school safe, orderly, or a good place to learn or work.

These examples of students' responses illustrate a variety of work that meets the scoring criteria.

Student Response	A student may identify
Why does a school have rules? <u>so evry wun will be</u> <u>safe</u>	<ul style="list-style-type: none"> <li>• safety</li> </ul>
Why does a school have rules? <u>It has rules</u> <u>because if we did not have</u> <u>rules sombody would get</u> <u>ingered.</u>	
Why does a school have rules? <u>because they</u> <u>want everything to go right</u>	<ul style="list-style-type: none"> <li>• a sense of order</li> </ul>
Why does a school have rules? <u>because</u> <u>els</u> <u>evry body will go</u> <u>crazy.</u>	
Why does a school have rules? <u>so you can</u> <u>learn and work</u>	<ul style="list-style-type: none"> <li>• an environment for learning and working</li> </ul>

### Student Task/Scoring Criteria

Name **one** rule in your school or classroom that you think is a good rule . . .

- **1 mark** for a classroom or school rule that is correct for your school.

This is a good rule because . . .

- **1 mark** for a reason that is legitimate and relates to the chosen rule.

These examples of students' responses illustrate a variety of work that meets the scoring criteria.

<i>Student Response</i>	<i>A student may identify</i>
<p>Name <b>one</b> rule in your school or classroom that you think is a good rule.</p> <p>Rule: <u>Never holled your scissors like</u> <u>your going to cut.</u></p> <p>This is a good rule because <u>If you fall you want</u> <u>be cut.</u></p>	<ul style="list-style-type: none"> <li>• safety in the classroom</li> </ul>
<p>Name <b>one</b> rule in your school or classroom that you think is a good rule.</p> <p>Rule: <u>nocll meg the slide</u></p> <p>This is a good rule because <u>no one will gatherte</u></p>	<ul style="list-style-type: none"> <li>• safety in the school or playground</li> </ul>

*Continued*



Continued

Student Response	A student may identify
<p>Name one rule in your school or classroom that you think is a good rule.</p> <p>Rule: <u>listenin'</u></p> <p>_____</p> <p>This is a good rule because <u>Then you know</u> <u>Whats going on.</u></p>	<ul style="list-style-type: none"> <li>• individual behaviour</li> </ul>
<p>Name one rule in your school or classroom that you think is a good rule.</p> <p>Rule: <u>Do't call name's</u></p> <p>_____</p> <p>This is a good rule because <u>It Dashot mgck</u> <u>the othe people feel bad</u></p>	<ul style="list-style-type: none"> <li>• consideration for others</li> </ul>

## Part A: Activity 5—Solving a Schoolyard Problem

### Student Task

Part of the school playground is paved. Some students like to use it for skipping. Other students like to play ball games there because the ball bounces so well. There is not enough room for all the children to use the paved area at the same time. What can we do?

Consider how effectively the student:

- identifies the problem
- provides a solution to the problem
- relates the solution to the problem

Select the level (3, 2, 1, or 0) that **most thoroughly** describes the student's work.

This activity is weighted. *Points* are converted to **marks**.

### Scoring Criteria

3 point scale  $\times 2 = 6$  marks

Points	Descriptors
3	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>• clearly identifies and describes the problem</li> <li>• provides a specific solution that demonstrates cooperation and fairness</li> <li>• explains clearly how the solution relates to the problem</li> </ul>
2	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>• identifies the problem correctly</li> <li>• provides an adequate solution that may not demonstrate cooperation and fairness</li> <li>• explains the solution in a general way, without making a clear connection to the problem</li> </ul>
1	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>• identifies the problem in a vague, or inaccurate way</li> <li>• provides a solution that is vague, or unreasonable</li> <li>• fails to explain the solution or the connection to the problem</li> </ul>
0	Insufficient or blank

This student response receives 3 points (6 marks).

Points	Descriptors
3	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>clearly identifies and describes the problem</li> <li>provides a specific solution that demonstrates cooperation and fairness</li> <li>explains clearly how the solution relates to the problem</li> </ul>

Student Response	Commentary
<p>What is the problem? The problem is that too many childeun want to play the</p> <p>I would solve the problem by makeing a sheet that ses when you can skip and play ball</p> <p>Why is this a good way to solve the problem? This is a good way to solve the problem becUS all have a trn to skip and play ball</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>clearly identifies the problem by stating “too many childeun want to play ther”</li> <li>solves the problem specifically by suggesting a cooperative way in which students could take turns – “makeing a sheet that ses when you can Skip and Play ball”</li> <li>relates the solution of “all have a trn to Skip and Play ball” back to the problem, and shows evidence of fairness</li> </ul>

This student response receives 2 points (4 marks).

Points	Descriptors
2	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>identifies the problem correctly</li> <li>provides an adequate solution that demonstrates cooperation and fairness</li> <li>explains clearly how the solution relates to the problem</li> </ul>

Student Response	Commentary
<p>What is the problem?  to many people are using the paved area</p> <p>I would solve the problem by  tell some people to get  off the paved area.</p> <p>Why is this a good way to solve the problem?  we don't want  people to get hurt.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>identifies the problem by stating "to many people are using the paved area"</li> <li>solves the problem in a way that does not involve cooperation and fairness by having "some people" being told to "get off the paved area"</li> <li>explains the solution in a general way that shows concern for safety, but only implies a connection to the problem</li> </ul>

This student response receives 1 point (2 marks).

Points	Descriptors
<b>1</b>	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>identifies the problem in a vague or inaccurate way</li> <li>provides a solution that is vague or unreasonable</li> <li>fails to explain the solution or the connection to the problem</li> </ul>

Student Response	Commentary
<p>What is the problem?</p> <p>they can not all grow in the field to play</p> <p>I would solve the problem by they can ask a teacher</p> <p>Why is this a good way to solve the problem? because it is a good way of solving the problem.</p>	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>infers unstated and incorrect information—“they can not all grow in the field to play”—rather than identifying the problem that the paved area is crowded</li> <li>suggests a vague solution of “ask a teacher,” but does not explain what question students would ask the teacher and how this would help</li> <li>repeats the question, without explaining the solution or suggesting how the problem would be solved</li> </ul>



## Part B: Activity 1—What is a Family?

### Student Task/Scoring Criteria

One way a family can **have fun** together is . . .

- **1 mark** for describing an appropriate activity.

These examples of students' responses illustrate a variety of work that meets the scoring criteria.

Student Response	A student may identify
One way a family can have fun together is <u>playing in the</u> <u>yard in</u>	<ul style="list-style-type: none"> <li>• productive activities</li> </ul>
One way a family can have fun together is <u>We play games.</u>	<ul style="list-style-type: none"> <li>• ongoing recreational activities</li> </ul>
One way a family can have fun together is <u>ride bikes.</u>	
One way a family can have fun together is <u>have a</u> <u>vacation</u>	<ul style="list-style-type: none"> <li>• special activities</li> </ul>

### Student Task/Scoring Criteria

One way a family can **show they care** for each other is . . .

- **1 mark** for describing an appropriate feeling or action.

These examples of students' responses illustrate a variety of work that meets the scoring criteria.

<i>Student Response</i>	<i>A student may identify</i>
One way a family can show they care for each other is <u>by helpin</u> <u>each other by cleaning.</u>	• household tasks
One way a family can show they care for each other is <u>I share</u> <u>things with them</u>	• cooperative actions
One way a family can show they care for each other is <u>by loving</u> <u>each other</u>	• affection and caring
One way a family can show they care for each other is <u>give hugs</u> <u>and kisc</u>	
One way a family can show they care for each other is <u>for my dad to</u> <u>take my mom out.</u>	

## Part B: Activity 2—Family Responsibilities

### Student Task/Scoring Criteria

In my family, an **adult** is responsible for . . .

- **1 mark** for describing an appropriate responsibility for an adult, that does not repeat the pictures in the Student Booklet.

These examples of students' responses illustrate a variety of work that meets the scoring criteria.

Student Response	A student may identify
In my family, an <b>adult</b> is responsible for <u>wash the car.</u>	<ul style="list-style-type: none"> <li>• household tasks</li> </ul>
In my family, an <b>adult</b> is responsible for <u>cook brekfis</u> <u>lunch and dinner.</u>	
In my family, an <b>adult</b> is responsible for <u>cut my sinamin</u> <u>taste with a sharp sharp knife</u>	<ul style="list-style-type: none"> <li>• safety</li> </ul>
In my family, an <b>adult</b> is responsible for <u>tuck ing</u> <u>me in at Nighte in My bed</u>	<ul style="list-style-type: none"> <li>• love and affection</li> </ul>
In my family, an <b>adult</b> is responsible for <u>my mom's</u> <u>responsibity is to watering the plants</u> <u>my dad's responsibity is getting me up</u> <u>for school because hes the one who has</u> <u>the watchin and my mom dosen't have a watch</u>	<ul style="list-style-type: none"> <li>• parent responsibilities</li> </ul>
In my family, an <b>adult</b> is responsible for <u>my dad puts</u> <u>up the christmas lights</u>	

### Student Task/Scoring Criteria

In my family, I am responsible for . . .

- **1 mark** for describing an appropriate responsibility for a child, that does not repeat the pictures in the Student Booklet.

These examples of students' responses illustrate a variety of work that meets the scoring criteria.

<i>Student Response</i>	<i>A student may identify</i>
In my family, I am responsible for <u>taking care of my toys!</u>	<ul style="list-style-type: none"> <li>• personal actions and activities</li> </ul>
In my family, I am responsible for <u>making sure when I brush my teeth that I don't leave the water going.</u>	
In my family, I am responsible for <u>making sure I can hear</u>	
In my family, I am responsible for <u>taking care of my little brother</u>	<ul style="list-style-type: none"> <li>• shared family tasks and activities</li> </ul>
In my family, I am responsible for <u>wash the dishes on Thursdays</u>	
In my family, I am responsible for <u>feeding snout his water and cat food</u>	



## Part C: Activity 2—Special Traditions

### Student Task/Scoring Criteria

Learning about other people's traditions is important because . . .

- **1 mark** for a statement that shows a recognition of differences and/or an opportunity for new experiences, and/or a better understanding and appreciation of other people.

These examples of students' responses illustrate a variety of work that meets the scoring criteria.

Student Response	A student may identify
<p>Learning about other people's traditions is important because <u>you can try that tradition and see if you like that tradition too.</u></p>	<ul style="list-style-type: none"> <li>• wanting to learn</li> </ul>
<p>Learning about other people's traditions is important because <u>so we can learn things.</u></p>	
<p>Learning about other people's traditions is important because <u>then when you have children you can tell them your family traditions was</u></p>	<ul style="list-style-type: none"> <li>• sharing with others</li> </ul>
<p>Learning about other people's traditions is important because <u>get along with them.</u></p>	<ul style="list-style-type: none"> <li>• appreciation and understanding of other people</li> </ul>
<p>Learning about other people's traditions is important because <u>I learn about other people better.</u></p>	



## Part C: Activity 3—My Family Tradition

### Student Task/Scoring Criteria

Write and draw about one **tradition** in your own family.

- **2 marks** for writing and a drawing that shows a family activity that is a tradition
- **1 mark** for writing and a drawing that shows a family activity that is clearly identified as a tradition or is a family responsibility (e.g., shopping, mowing the lawn)
- **0 marks** for writing and a drawing that does not show a family activity or is vague, incomplete, or unexplained.

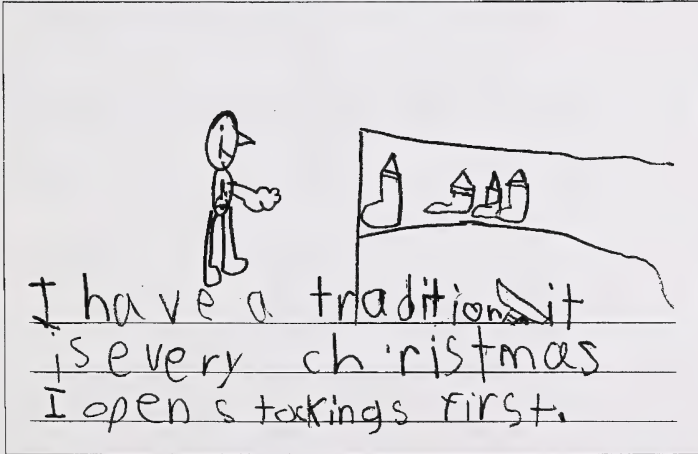
(Note: A family tradition is a certain or special way of doing things. It is ongoing or repetitive, and may relate to heritage, seasonal or regular activities or occasions).

I learn my traditions from

- **1 mark** for identifying a family member as the teacher of traditions

**Total marks possible: 3**

This student response receives **2 marks** for the first part of the activity and **1 mark** for the second part of the activity for a total of **3 marks**.

<i>Student Response</i>	<i>Commentary</i>
<p>Write and draw about one <u>tradition</u> in your own family.</p>  <p>I have a tradition it is every christmas I open stockings first.</p> <p>I learn my traditions from <u>mom and dad</u></p>	<p><i>The student</i></p> <ul style="list-style-type: none"> <li>• identifies a special activity within the family that relates to the seasonal celebration of Christmas—“open stockings first”</li> <li>• identifies the ongoing nature of the activity—“every Christmas”</li> <li>• identifies that traditions are learned from family members—“mom and dad”</li> </ul>



## Part C: Activity 4—Showing Respect

### Student Task/Scoring Criteria

Why did Mai Chan ask her teacher for a fork?

- **1 mark** for identifying why Mai Chan asked her teacher for a fork (e.g., the other children are staring, Mai Chan feels uncomfortable).

These examples of students' responses illustrate a variety of work that meets the scoring criteria.

<i>Student Response</i>	<i>A student may identify</i>
Why did Mai Chan ask her teacher for a fork? <u>She asked for a fork because she was imbairst</u>	<ul style="list-style-type: none"> <li>• feelings</li> </ul>
Why did Mai Chan ask her teacher for a fork? <u>because pepler whr tesing her.</u>	<ul style="list-style-type: none"> <li>• actions by other children</li> </ul>
Why did Mai Chan ask her teacher for a fork? <u>because she would to be like the uthr children</u>	<ul style="list-style-type: none"> <li>• being accepted by the group</li> </ul>
Why did Mai Chan ask her teacher for a fork? <u>so she wont get left at</u>	



### Student Task/Scoring Criteria

What could you say or do to show that you respect Mai Chan's tradition of using chopsticks?

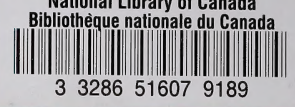
- **1 mark** for describing an action or statement that shows respect for someone else's tradition (e.g., not staring at Mai Chan, smiling at Mai Chan, saying you would like to learn to use chopsticks).

These examples of students' responses illustrate a variety of work that meets the scoring criteria.

Student Response	A student may identify
<p>What could you say or do to show that you respect Mai Chan's tradition of using chopsticks?</p> <p>I wud woss chopsticks</p>	<ul style="list-style-type: none"> <li>• friendly and understanding actions and words</li> </ul>
<p>What could you say or do to show that you respect Mai Chan's tradition of using chopsticks?</p> <p>i would tell her it's OK</p>	
<p>What could you say or do to show that you respect Mai Chan's tradition of using chopsticks?</p> <p>nige chopsticks.</p> <p>wod you like me to sit besid yall.</p>	
<p>What could you say or do to show that you respect Mai Chan's tradition of using chopsticks?</p> <p>thates cool can you teach me</p> <p>how to do that.</p>	<ul style="list-style-type: none"> <li>• wanting to learn about Mai Chan's tradition</li> </ul>







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